

SCHOOL REPORT CARD

2004-2005

-Commonwealth of Kentucky-

Goshen at Hillcrest Elementary School

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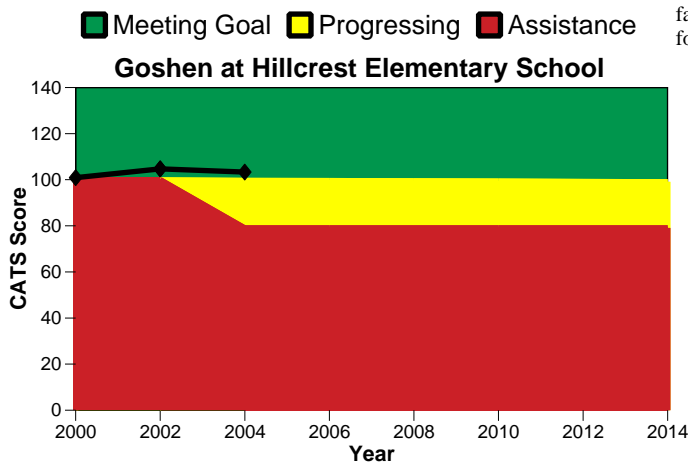


Dear Parents/Guardians:

Here is our school's report card for the 2004-2005 school year. This report card is full of important information, including academic performance, teacher qualifications, our learning environment, and much more. Please take a moment to learn more about our school. For a more detailed look at our school, please contact us to see our Expanded Report Card on file at school, which includes more information than we can provide here.

The School Growth Chart:

To see how we're performing, please take a moment to examine our growth chart. This chart starts with our school's baseline CATS score from 2000. We've drawn a goal line from that starting point to our goal of 100 in 2014. Every two years a new index point will be marked on the chart to show whether we are meeting our goal and earning rewards, progressing but short of our goal, or falling far short of our goal and eligible for state assistance. Over time, these points will form a performance trend line for our school.



Year	Goal Line	Assistance Line	Index
2000	100		100.9
2002	99.9	79.1	104.7
2004	99.7	79.1	103.3
2006	99.6	79.1	
2008	99.5	79.1	
2010	99.4	79.1	
2012	99.2	79.1	
2014	99.1	79.1	
Standard Error: 0.9			

About Our School

The mission of Goshen Elementary School, with the help of parents and community, is to promote the overall intellectual, physical, emotional and social development of each child so that she/he will become a productive, healthy, creative citizen of our society. We accomplish this with a comprehensive curriculum, which is based on district, state, and national standards. Our students participate in reading and math workshops, hands-on math and science, research and higher-level critical thinking skills throughout the day. Guidance, special education, and gifted/talented services are also provided. Our first year primary students (Kindergarten) are provided with an optional fully day program. Our second and third year primary students (1st and 2nd grades) are combined and remain with the same teacher for two years. The same is true for our last year of primary (3rd grade) and 4th grade students. This allows us to provide a secure and nurturing environment for our young students, as well as ensure that individual needs are met. Fifth grade students are placed in individual classrooms where they maintain a challenging curriculum that will prepare them for transition to the middle school environment. A climbing wall and high ropes course, Orff instruments, and a variety of visual arts enhance our children's wide array of experiences in the arts and physical education. Goshen Elementary strives to build strong partnerships between home, school, and the community to provide the best experience for our students.

How Our School Ensures Educational Equity

Goshen Elementary provides a comprehensive program for all students. We ensure equal education opportunities for all students through a variety of instructional methods and materials. Our special education, English as a Second Language, and gifted/talented students receive instruction in the regular classroom, as well as service from specialists. Extra-curricular activities are open to both boys and girls equally.

School Enrollment (end of year membership 2004-2005): 796

How Our Students Perform

Kentucky uses the Commonwealth Accountability Testing System (CATS) to hold schools accountable for student progress. CATS has three parts: the Kentucky Core Content Tests, the national Comprehensive Test of Basic Skills (CTBS/5), and other measures of the school's performance, including attendance, retention and dropout rates. Together these three elements make up a school's CATS Performance Score for every two-year period.

Kentucky Core Content Tests

Kentucky's tests rate student performance using four categories: Novice, Apprentice, Proficient, and Distinguished. These categories translate into a scale of 0-140, with 100 being considered proficient. The state goal for all schools is 100 by the year 2014. This chart compares our school's performance with all the schools in our district and all the schools in Kentucky.

KCCT Test	Novice			Apprentice			Proficient/Distinguished		
	School	District	State	School	District	State	School	District	State
Reading 4th	1%	4%	11%	10%	12%	22%	89%	83%	68%
Science 4th	1%	2%	6%	19%	23%	40%	80%	75%	54%
Writing 4th	3%	4%	8%	19%	37%	48%	78%	59%	43%
Mathematics 5th	4%	10%	25%	16%	19%	30%	80%	72%	45%
Social Studies 5th	5%	8%	21%	15%	18%	27%	80%	74%	53%
Arts & Humanities 5th	12%	15%	30%	28%	33%	37%	60%	52%	32%
PL/VS 5th	4%	7%	14%	13%	18%	23%	84%	75%	63%

Academic Index		
School	District	State
105.8	99.1	87.1
107.1	102.9	87.6
91.1	83.2	74.9
104.5	96.5	74.4
104.6	97.6	79.3
86.9	82.7	62.8
105	97.1	84.9

The goal is that by 2014 nearly all students will score proficient or distinguished.

National Norm Referenced Test

The national norm referenced test used in Kentucky, the CTBS/5, measures the basic skills of our students while allowing us to compare their performance with national benchmarks established in 1996. These scores are reported in percentiles. A percentile shows the percentage of students who fell below a particular score on the test. For example, a percentile of 60 would show that the average student in our school scored equal to or better than 60 percent of all students who took the test.

National Norm Referenced Test (CTBS/5)	School	District	State	Nation
End of Primary (EOP) Reading	78%ile	75%ile	65%ile	50%ile
EOP Language Arts	79%ile	71%ile	62%ile	50%ile
EOP Mathematics	79%ile	77%ile	67%ile	50%ile

Other Measures

The final component of CATS is our school's performance in Attendance, Retention, Dropout, Graduation and Transition to Adult Life, where appropriate. (The Retention Rate is the percent of students who were not academically ready to go on to the next grade and had to repeat the grade.) Data in these tables reflect our performance during the 2003-2004 school year.

	Attendance Rate	Retention Rate
School	97.2%	0%
District	96%	0.9%
State	94.3%	3.3%

State Contest Results: Academic/Speech, Band, Chorus, and Orchestra

Teacher Qualifications

This chart shows the level of teacher certification, continuing education, and classroom experience of our teachers. These numbers do not include our administrators, guidance counselors, or library media specialists. Please bear in mind that teachers may be fully certified and yet not possess a formal major or minor in the subjects they are teaching. Upon request, our district will provide information about the qualifications of your child's teachers and teachers' aides.

	Sch.	Dist.	State
% of Classes Taught by Teachers Certified for Subject and Grade Level	100%	100%	NA
% of Classes Taught by Teachers With a Major, Minor, or Equivalent in the Subject Being Taught	100%	98%	NA
% of Classes Taught by Teachers Who Participated in Content-Focused Professional Development	100%	100%	NA
% of Teachers with a Masters Degree or Greater or the Equivalent	76%	79%	78%
Average Years of Teaching Experience	11.5	11.4	11.8

Our Learning Environment

School Safety

Here's what we are doing to make our school safe for our students.

	Yes	No
Visitors are Required to Sign In	X	
All Parents received the District Discipline Code	X	
% of Classrooms with Telephone Access to Outside Lines	100%	

Procedures in Place in Our School for Drug and Weapons Detection

Oldham County Policy 9027.1 states: ""Students shall not deposit, possess, carry, transfer, or cause to be brought to school any deadly weapon or any object made to look like a deadly weapon. Any object may be removed from students when a teacher has a reason to believe that it may be used in any unauthorized manner to cause harm to person or property."" Oldham County Policy 9085 states: ""No pupil shall possess, use, consume, sell, distribute, or be under the influence of any alcohol, controlled substance, any substance that looks like a controlled substance, any unauthorized prescription or over the counter drugs, or any drug paraphernalia."" Our guidance program emphasizes that students report ""big problems"" (e.g. weapons, drugs) to their teacher or the administration.

Violation	Number of Reported Incidents	Number of Students Suspended for This	Number of Students Expelled for This
1st degree Assault	0	0	0
Drug Abuse Violations	0	0	0
Weapons Violations	0	0	0

Student Resources

	Spending per Student	Student/Teacher Ratio	Student/Computer Ratio	% of Classrooms with at Least One KETS Workstation with Internet Access
Our School	\$4358	20:1	4:1	100%
District	\$2168	17:1	5.5:1	100%
State	\$8663	16:1	3.7:1	100%

How We Use Technology to Teach

Technology is an integral part of our curriculum. All of our classrooms have four networked computers with Internet access. We also have a fully equipped computer laboratory designed for instruction and research. We offer instruction and application in the following programs: Microsoft Office 2000 (word processing, spreadsheet, database, slide presentations, calendar, and email), Internet Explorer (web browser), Graph Club and Number Cruncher (data spreadsheets), Type to Learn and Type to Learn Jr. (keyboarding tutorials), Inspiration and Kidspiration (graphic organizers), Reading Counts, and other content specific software. Parents may access information using our school website. Teachers maintain individual classroom web pages as well. Teachers also use hand-held computers with the Palm OS to organize, plan, and manage instruction. Our School Technology Coordinator and School Technology Specialist work directly with students and staff to teach technology skills and applications.

Parental Involvement

	# of Students Whose Parent/Guardian Had at Least One Teacher Conference	# of Parents/Guardians Voting in School Council (SBDM) Elections	# of Parents/Guardians Serving on the School Council (SBDM) or Its Committees	# of Volunteer Hours
Our School	520	80	12	6237

Extracurricular Activities

Academic Team, Basketball, Cheerleading, Chess Club, Chorus, Climbing Club, Cross Country, Gator Government, Gymnastic Expressions, Lacrosse, Los Monitos, Presto Strings, Student Technology Leadership Program, Total Golf and Young Rembrandts.

Awards and Recognition

2005 - Member of the Southern School Association; 2004, 2003, 2002 - Kentucky PaceSetter School; 2001, 1985 - National Blue Ribbon School of Excellence; 2005 - Who's Who Among America's Teachers - Kristie Broaddus, Cindy Smith, and Denise White; 2002 - Kentucky Elementary School Counselor of the Year - Denise White; Governor's Recognition for Exemplary Progress in School Achievement; 1998 - Prichard Committee Recognition for Academic Excellence; 2003 - Kentucky Elementary School Principal Association Proficiency Award; National Board for Professional Teaching Standards Certification - Victoria Miller-Bennett, Amy Cordrey, Becky Kelm, Stefanie Livers, Vicki Rose, and Winn Wheeler; National Board of Certified Counselors Certification - Denise White; 2002 - Kentucky Elementary Physical Education Teacher of the Year - Tara Scanlan; 2003 - Parental Involvement National PTA School of Excellence

What We Are Doing To Improve

At Goshen Elementary School teachers, staff members, and parents are continuously researching innovative strategies and programs to enhance our school and improve student achievement. Six standing committees consisting of both parents and teachers meet monthly to address school needs. The Comprehensive School Improvement Plan (CSIP) drives the schools goals for student achievement. Our Comprehensive School Improvement Plan is a useable document with meaningful and worthwhile goals and strategies to increase student achievement. The Instructional Coordinator oversees the Implementation and Impact check of the plan using input from all stakeholders. Student achievement is addressed by careful monitoring of student progress. All students are placed in an instructional environment that allows them to make continuous progress. Students are assessed before and after a unit of instruction to determine mastery of concepts, and to ensure that flexible groups are ongoing. Teachers work in collaborative teams to develop lessons to meet the individual learning styles of all students. The parent-school partnership plays an integral part in the success of our school. Parents volunteer in a variety of opportunities including committee work, in-school tutoring, instructional material preparation, organization of fundraisers, and beautification of the grounds. Parents stay involved in their children's education by supporting teachers and attending parent conferences, PTA meetings, school performances, and other related activities.

How to Get More Information

Call, e-mail, fax or write to our principal at the number and address on the top of this School Report Card. You may contact your School Council Members at the numbers below. Visit our main office and ask for the Expanded School Report Card that contains a variety of information including Kentucky Core Content Test data and CTBS/5 national norm referenced test data disaggregated by gender, ethnicity, disability and other criteria. This disaggregated data is available to you at no cost. The remainder of the Expanded School Report Card may be free or provided at cost of copying.

Member's Name	Phone	Member's Name	Phone
Candace Sellars	502 228 0101		
Barb Link	502 228 0101		
Sharon Pittenger	502 228 0101		
Tara Scanlan	502 228 0101		
Kellie Moran-Jones	502 228 0101		
Susan Cockerell	502 228 0101		

Our school does not discriminate on the basis of race, color, national origin, sex, age, or disability in employment or provision of services.



TO THE PARENTS OF:

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